

ACTION PLAN FOR LEARNING

WALNUT GROVE
SECONDARY SCHOOL

OCT 2024



SCHOOL CONTEXT



At Walnut Grove Secondary School, we acknowledge and honour that we work and learn on the traditional, unceded and ancestral territories of the Katzie, Kwantlen, Matsqui, and Semiahmoo First Nations. WGSS is honoured to be on the lands of the Katzie and Kwantlen First Nations. Walnut Grove Secondary School is a diverse, dual track (English and French Immersion) grade 8–12 comprehensive secondary school that currently enrolls 2185 students.

As one of the largest comprehensive secondary schools in the province, we are fortunate to offer a variety of unique programs, opportunities and supports for our students.

A SAMPLE OF OUR OFFERINGS

- Advanced Placement
- Aboriginal Support Worker
- Band and Choir Program
- Bring Your Own Laptop Program
- Cafeteria Program
- Edge Outdoor Education Program
- French Immersion Program
- Gator Pod program
- Gator X program
- Gator Quality Ambassador Mentorship Program
- International Student Program
- Learning Support Services including Resource, Learning Assistance and ELL support
- Musical Theatre Program
- Print Shop Program
- Professional Cook Training Program
- Youth Services offered via partnership with Langley Community Services and Pacific Community Resources Society
- A variety of athletics, fine arts, clubs, leadership and other extra-curricular opportunities



**OUR CHILDREN
ARE OUR MEDICINE**

ACTION PLAN FOR LEARNING

Our Action Plan for Learning at WGSS is meant to be a multi-year plan. It is built upon three pillars: **Culture & Community, Belonging & Inclusion and Instruction & Assessment**. Each pillar has a vision statement, specific goals and actions as well as indicators of success.

COLLECTIVE OWNERSHIP

Walnut Grove Secondary School is “Home of the Gators.” Our school motto is “Together, We Learn” and it has served our students, staff and school community well since the school first opened in 1992. Foundational to the motto, is the idea of collective ownership which has been instrumental in terms of shaping the school’s culture and creating opportunities for students. The spirit of innovation centred on student learning has helped shape a school community where students have a unique environment in which to find their passion and pursue their dreams.

Collective Ownership

- Culture & Community:
 - Common Vision & Direction
- Belonging & Inclusion:
 - REP
 - Anti-Racism
 - Diversity & Respect
 - Truth & Reconciliation
- Curriculum & Assessment
 - Prioritized Learning Standards
 - Proficiency Scales
 - Framework for Teaching & Learning



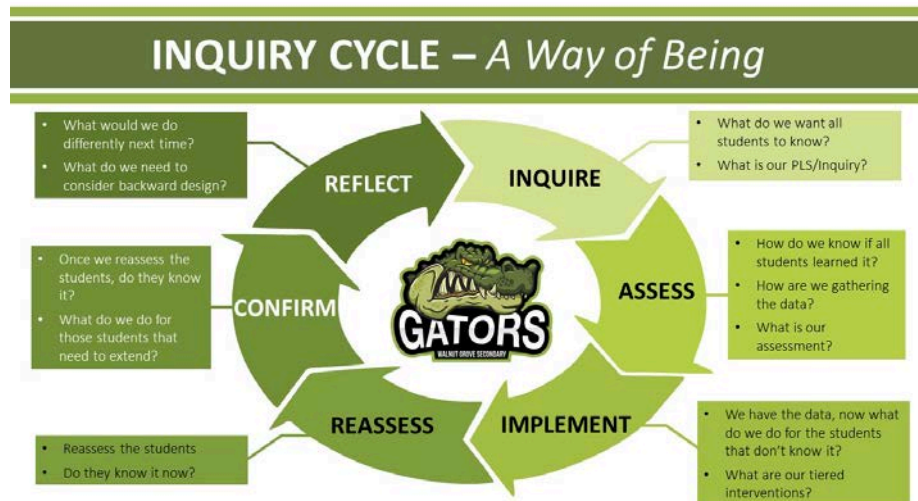

This Action Plan for Learning has been intentionally designed to align with our District’s Strategic Plan as well as our motto. It is designed with the same spirit of collective ownership that has existed at Walnut Grove Secondary since its inception. Students, staff and parents have been a part of building our school’s Action Plan for Learning. The pillars of our APFL were established between January and June of 2021. One of the key components to the feedback from staff was the need for consistency and stability in terms of our Action Plan and our initiatives. As such, our Action Plan for Learning is meant to be a multi-year plan with three consistent pillars:

CULTURE AND COMMUNITY

BELONGING AND INCLUSION

INSTRUCTION AND ASSESSMENT

Each year, we review our pillars, our data and we reflect on the progress we have made and our areas of growth. Our Action Plan for Learning drives all the work that we do together as a staff and within our departments. We are constantly engaged in the learning cycle, which mirrors the Professional Learning Community (PLC) cycle that we have our staff engaged in during PLC time. Our school’s Action Plan For Learning is the blueprint by which we aspire to have every student and staff member belong and in which every Gator can find success as they move forward in their learning journey.



Pillar 1: CULTURE & COMMUNITY

VISION

To co-create a common vision and develop collective ownership with all staff, students and parents to create a sense of “buy – in” and ownership over the WGSS culture and to help create the conditions for success within which the Walnut Grove Secondary Action Plan for Learning will be implemented.

GOALS

- To engage staff, students and parents in a process through which they can provide feedback and input into the school's APFL
- To honour the positive WGSS history, tradition and legacy while allowing for innovation and new traditions
- Develop a historical archive to showcase WGSS history and legacy
- To clearly articulate our collective vision:
 - *Cultural Immersion – ensuring that our collective vision is visible throughout the school*
 - *Living our Values Every Day – ensuring that the language we are using and the decisions that we are making are reflected in everything we do, on a daily basis*
 - *Decision Making Barometer – ensuring that all decisions reflect our collective vision and values*

WGSS MISSION, VISION, VALUES, TRAITS

- During the 2023 - 2024 School we created the following:
 - **Mission:** Empowering Learners to Thrive, Contribute and Lead
 - **Vision:** A community of lifelong learners committed to excellence, integrity, service and creating positive impact.
 - **WGSS Values:** Belonging, Citizenship, Community, Excellence
 - **Gator Traits:** Respect, Integrity, Perseverance, Service

ACTIONS

- Create visible markers around the school & campus that reflect all learners
 - *Work with staff and students to identify areas for beautification*
 - *Gather teams to generate ideas and plans for identified areas*
 - *Create spaces that are visible reflections of our values and traits throughout the building*

ACTIONS

- *Communicate new Mission, Vision, Values, Traits to school community*
- *Utilize GQ Ambassadors to help communicate to incoming grade 8s*



INDICATORS OF SUCCESS

- Visioning Artifacts
 - *Sharing of successes and stories from classrooms, departments and around the school*
 - *Collection of summary documents that capture the re-visioning process with staff, students and parents*
- Physical plant evidence



Pillar 2: BELONGING & INCLUSION

VISION

To cultivate and nurture a positive, inclusive, inspiring school community that instills pride in all learners and empowers them to reach their full potential.

To create and maintain structures and systems that support all learners in finding success with an added focus on priority learners.

GOALS

- To create a culture of belonging where all students experience both academic and social inclusion
- To foster an ethic of care where all students belong to all staff
- Facilitate active collaboration between WGSS Learning Support Services department and all other departments
- Identify vulnerable learners, implement appropriate interventions/supports and track their progress
- Implement Multi-Tiered Student Support time as part of first period (REP Time)
- To expand the Gator Quality Ambassador Program (GQ Program) to facilitate transitions for incoming grade 8 students
- Facilitate staff and student learning through our EDI and AWP Department Heads

ACTIONS

- Implement the Co-Constructed vision for Learning Support at WGSS
 - *Learning Support Services Department*
 - *Whole Staff*
- Engage the School Community in EDI Work and Learning:
 - *Focus on acknowledging cultural celebrations throughout the school, using the District Diversity Calendar*
 - *Engaging students in conversations around Diversity and Respect with a goal of helping them take a leadership in the area of EDI*
- Staff Development
 - *Multi-Tiered Student Support (RTI) – REP Time implementation*
* PLC Time will be used to help drive the instructional interventions/extensions that happen during REP time
 - *Universal Designs for Learning*
 - *Creating compassionate, caring learning communities*
 - *Including students with diverse abilities in all classrooms*
 - *Education on Diversity, Anti-Racism, Truth & Reconciliation*
 - *Developing an understanding of Competency-based IEPs for classroom teachers & resource teachers*



INDICATORS OF SUCCESS

- Tell Them From Me (TTFM) data centering on three key questions:
 - *Positive Learning Climate*
 - *Positive Teacher – Student Relations*
 - *Advocacy at School*
- Staff can identify vulnerable learners in their classes and know how they are progressing
- Evidence of lesson plans, unit plans and assessments co-created by Learning Support Services and classroom teachers.
- Clear vision for inclusion
- Prioritized learning standards for every department

Pillar 3: INSTRUCTION & ASSESSMENT

VISION

To align instructional and assessment practices centred on skills, competencies and proficiencies within and between departments to instill a sense of hope, efficacy and resiliency in all our learners.

GOALS

- Establish the WGSS Professional Learning Community as a “way of being”
- Work with PLC Implementation team to continue PLC time implementation schoolwide
- Ensure smaller PLC collaborative groups are engaging in PLC Cycle
- All PLC time will be centred on the four PLC questions
- All departments to establish consistent prioritized learning standards across all courses within their departments
- Establish assessment practices that are centred on learning standards and proficiency scales
- Develop consistency within and between departments for both instructional and assessment practices
- Develop common assessment to collect data, or use existing data to drive the PCL cycle and student interventions and extensions
- Develop an intervention strategy for struggling readers who are reading beneath their grade level or are not yet reading at their IEP level
- Develop robust RTI/MTSS structures and strategies that focus on intervention and extension
- Ensure that PLC time is “driving” interventions and extensions
- As part of the Learning Support Services vision, create structures for Learning Support staff to provide and support interventions during REP time, as well as other times throughout the day

ACTIONS

- Provide PLC time to establish/review consistent prioritized learning standards for all courses
- Provide competency magnets and proficiency scale posters in all classrooms to make competencies and proficiency levels “visible” and to establish a common language around instruction and assessment practice
- Review and revise interim report structure to align with proficiency scales
- PLC collaborative groups to establish data sets that guide interventions and strategies (either pre-existing data or -generated data)
- Collaborate with Learning Support Services and Instructional Services on an intervention model for struggling readers
- Collaborate with Learning Support Services staff on how best to provide interventions and supports to students
- Develop a common understanding of Tier 1, 2 and 3 interventions



INDICATORS OF SUCCESS

- Department documents for prioritized learning standards
- Physical plant evidence
- Department data is driving conversations on instruction and assessment
- Attendance data
- Student Success Data / Grade to grade transitions





HOME OF THE GATORS

